**Week 1—Study Guide**

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| http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_1.jpg | * **Be sure to read your weekly announcements before taking each lesson.** |

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| http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/icon.jpg | **This Week's Overview**  This lesson will introduce you to some of the basic principles of American government, as well as some of the basic economic principles that our country is founded on. First, the difference between government and politics will be discussed. Next, the importance of policy-making and the steps for developing a policy will be examined. The United States is an ethnically and culturally diverse society with people of many ages, income levels, and backgrounds. This lesson also discusses the challenges such diversity presents to how everyone's interests can best be served through our government.  Next, we will look at the United States Constitution. The Constitution was written in reaction to the American colonies' split from England, and those who created the Constitution wanted to avoid many of the issues that led to unhappiness with the British government. The Constitution's basic principles of separation of powers, checks and balances, and federalism will be discussed. In addition, the limitations of the government's authority over its citizens will be examined. |
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| http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_2.jpg | **Key Concepts**  **Learning Objectives:**   * *Course Objective 1*: Discuss current demographics in the United States related to income, race/ethnicity, age, and geography. * *Course Objective 2*: Analyze the effects of political participation on the democratic process. * *Course Objective 3*: Create a visual representation of specific events leading up to the ratification of the U.S. Constitution.   **Lesson Presentation:**   * Lesson 1: Introduction to the Foundations of the U.S. Constitution   + Topic 1: Government vs. Politics   + Topic 2: The Policy-Making Process   + Topic 3: Current Population Trends   + Topic 4: The U.S. Economy   + Topic 5: The U.S. Constitution   + Topic 6: Constitutional Principles   + Topic 7: Constitutional Changes   + Topic 8: Governmental Power and the Bill of Rights   + Topic 9: A Look at Immigration |

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| http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_3.jpg | **Required Readings**   * Read from *Think: American government*:   + Introduction, pp. 2–9   + Chapter 1, "A Changing America," pp. 10–25   + Chapter 2, "American Constitution," pp. 26–45 |
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| http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_4.jpg | **Please ensure you go through the Lesson Presentation *before* taking any assignment.**  **The purpose of the Lesson Presentation is to:**   * Clarify the topics covered in the textbook. * Present real-life application of the key concepts. * Provide guidance to enable you to successfully complete the assignments. |

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| http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_5.jpg | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_6.jpg | **Writing Assignment**  **Title: Political Beliefs Presentation**  **Introduction:** The Bill of Rights, the first ten Amendments to the Constitution, places limitations of government conduct and grants citizens individual liberties. In this assignment, you will explore your personal connection to one of these amendments by creating a PowerPoint presentation.  **Tasks:**   * Choose one of the ten Amendments from the Bill of Rights. Describe the meaning and limits of the amendment as well as examine how your personal connections to the amendment encourage or discourage your participation in the American political process. Finally, you should be able to identify how that particular amendment works in establishing individual freedoms. * Download the Political Beliefs worksheet [(U1.WS4)](http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/GE175.U1.WS4.Political%20Beliefs.docx) and use it as a tool for completing the PowerPoint assignment. Complete the handout and use it to organize your thoughts *before* doing the PowerPoint activity. You may also want to refer to the Lesson Presentation and textbook (pages 36-37) while completing the assignment.   **Deliverables and Format:**  Submit your answer in a PowerPoint document with four to six slides.  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg |
|  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_7.jpg | **Discussion**  **Title: Current Event Analysis: Arizona Immigration Laws**  Illegal immigration is a hot button topic in the United States today. Although many people feel that illegal immigrants benefit the United States economy, critics believe that it stretches government resources to the point that our country cannot take care of its own citizens.  In 2010, Arizona enacted a measure which required law enforcement to question anyone it reasonably believed was an illegal alien and to detain those who could not provide proof of citizenship.  Discuss this law. Do you believe it is constitutional, or is it racial profiling? Is it a necessary measure, or could less invasive measures be taken to deal with the issue of immigration?  **Response Criteria:**  Respond to the question and to other students' postings. In addition, you may wish to address the following:   * How important a role do illegal immigrants play in the United States economy? * Should the Constitution be altered so that children born of illegal immigrants are not U.S. citizens? |

**Week 2—Study Guide**

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| http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_1.jpg | * **Be sure to read your weekly announcements before taking each lesson.** |

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| http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/icon.jpg | **This Week's Overview**  This lesson introduces you to federalism, a term that describes the relationship between the federal government and the states. You will learn about delegated and implied powers in the Constitution, and how the Constitution divides powers among the three branches of government. Concurrent powers, which are shared by both levels of government, will also be covered. Some people believe that states should have strong governments and decide on most issues for themselves, while others people think that the national government should be the primary authority in order to promote consistency from one state to another. Finally, federal grant programs will be discussed. Although these provide a valuable source of funding for state and local governments, they also come with strict guidelines that must be followed. |
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| http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_2.jpg | **Key Concepts**  **Learning Objectives:**   * *Course Objective 1*: Construct a visual representation of the division of functions among federal, state, and local governments. * *Course Objective 2*: Discuss the impact of budgeting, taxation, and basic problems of finance on national, state, and local governments. * *Course Objective 3*: Apply the principles in the U.S. Constitution to analyze various case studies.   **Lesson Presentation:**   * Lesson 1: United States Federalism   + Topic 1: Federalism   + Topic 2: Federal Grant Programs   + Topic 3: Taking Sides: Legalizing Medical Marijuana |

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| http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_3.jpg | **Required Readings**   * Read from *Think: American government*:   + Chapter 3, "The Federal System," pp. 46–61 |
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| http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_4.jpg | **Please ensure you go through the Lesson Presentation *before* taking any assignment.**  **The purpose of the Lesson Presentation is to:**   * Clarify the topics covered in the textbook. * Present real-life application of the key concepts. * Provide guidance to enable you to successfully complete the assignments. |

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|  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_7.jpg | **Discussion**  **Title: Medical Marijuana**  Medical marijuana is becoming increasingly available, as some states have legalized its use. In many of these states, patients are also allowed to grow marijuana for their personal use. The federal government, meanwhile, has laws which prohibit the possession of marijuana. In *Raich v. Gonzales*, the United States Supreme Court ruled that the federal government has the authority to prosecute medicinal marijuana patients.  Should states be able to regulate the use of medicinal marijuana, or should this be a federal issue?  **Response Criteria:**  Respond to the question and to other students' postings. Consider the following when posting your responses:   * Are there legitimate medical uses for marijuana? * Should the federal government actively enforce its marijuana laws, or should it defer to the states in this matter?   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg |
|  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_8.jpg | **Quiz**  This week's quiz will cover material from both Week 1 and Week 2.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Week 3—Study Guide**  [http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/print01.jpg](http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/week03.htm)Click the PRINT button to print this page.  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_1.jpg | * **Be sure to read your weekly announcements before taking each lesson.** |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/icon.jpg | **This Week's Overview**  This lesson covers the civil liberties and rights that are guaranteed to people in the United States by the federal constitution, as well as their state constitutions. You will learn about the interplay between these two levels of constitutions. The civil liberties covered will include the rights to free speech and religion, privacy rights, and the rights of the criminally accused. The reduction in rights that can occur during times of war will also be considered.  Next, the history of civil rights in our country will be discussed. You will learn about the legal history for African Americans, as well as the legal standards in place to protect groups against discrimination. Voting rights and affirmative action policies will also be covered. | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_2.jpg | **Key Concepts**  **Learning Objectives:**   * *Course Objective 1*: Debate the civil liberties as guaranteed by the Bill of Rights of the U.S. Constitution. * *Course Objective 2*: Compare and contrast the U.S. and state constitutions.   **Lesson Presentation:**   * Lesson 1: Civil Rights and Liberties   + Topic 1: The Constitution and Civil Liberties   + Topic 2: The Constitution and Civil Rights |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_3.jpg | **Required Readings**   * Read from *Think: American government*:   + Chapter 4, "Civil Liberties," pp. 62–83   + Chapter 5, "Civil Rights," pp. 84–103 | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_4.jpg | **Please ensure you go through the Lesson Presentation *before* taking any assignment.**  **The purpose of the Lesson Presentation is to:**   * Clarify the topics covered in the textbook. * Present real-life application of the key concepts. * Provide guidance to enable you to successfully complete the assignments. |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  |  | | --- | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_5.jpg | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_6.jpg | **Writing Assignment**  **Title: Overriding Government Interests**  **Introduction:** The 14th Amendment of the Constitution grants citizens equal protection under the law. The U.S. Supreme Court has determined that some ways of classifying people are acceptable, and others are not. This assignment focuses on which types of classifications are subject to enhanced constitutional scrutiny.  **Tasks:**   * What is the suspect classification doctrine? What classifications does the Supreme Court consider suspect? Under what (if any) circumstances may government enact policies distinguishing among persons on those bases? * Under what circumstances may government distinguish among persons on the basis of such criteria as wealth, sexual orientation, or gender? Explain your answer.   **Deliverables and Format:**  Submit your answer in a Word document in 1-2 pages. Font: Arial; 12-point Line Spacing: Double  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg | |  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_7.jpg | **Discussion**  **Title: Affirmative Action**  Affirmative action policies are used by colleges and universities to remedy the effects of past discrimination and to create a diverse student body. The Supreme Court has upheld the use of affirmative action in *Regents of the University of California v. Bakke* (1978) and *Grutter v. Bollinger* (2003) and *Gratz v. Bollinger* (2003).   * Consider these opinions. Do you agree with the Court's ruling? Why or why not? * Can discrimination against minority groups be overcome by using affirmative action?   **Response Criteria:**  Respond to the question and to other students' postings. Consider the following criteria when posting your responses:   * Should colleges be required to admit certain numbers of students of diverse demographic backgrounds? * Is affirmative action still necessary today? | | |  |   **Week 4—Study Guide**  [http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/print01.jpg](http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/week04.htm)Click the PRINT button to print this page.  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_1.jpg | * **Be sure to read your weekly announcements before taking each lesson.** |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/icon.jpg | **This Week's Overview**  In this lesson, you will learn about the importance of public opinion and political participation in our democratic society. Public opinion helps to shape public policies since politicians rely on the public for votes at election time. The process of political socialization will be discussed, as will the two competing political philosophies in the United States.  Voting is the most popular way to participate in our political process, but there are many other ways that citizens can become involved as well. This lesson will cover the forms of political participation, as well as the factors that affect those who participate in the political process. The trends in voter turnout in the United States as compared to other democratic nations and strategies for increasing voter turnout will also be discussed. | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_2.jpg | **Key Concepts**  **Learning Objectives:**   * *Course Objective 1*: Apply the principles in the U.S. Constitution to analyze various case studies. * *Course Objective 2*: Appraise the federal and state nomination election process to determine if it is an effective and efficient way to choose government leaders. * *Course Objective 3*: Discuss the effects of political socialization on the nomination process. * *Course Objective 4*: Participate in a debate on compulsory voting. * *Course Objective 5*: Analyze the role of political parties and interest groups in the state and national governments.   **Lesson Presentation:**   * Lesson 1: The Political Process   + Topic 1: Public Opinion   + Topic 2: Political Participation |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_3.jpg | **Required Readings**   * Read from *Think: American government*:   + Chapter 6, "Public Opinion," pp. 104–109, 118–123   + Chapter 7, "Political Participation," pp. 128–141 | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_4.jpg | **Please ensure you go through the Lesson Presentation *before* taking any assignment.**  **The purpose of the Lesson Presentation is to:**   * Clarify the topics covered in the textbook. * Present real-life application of the key concepts. * Provide guidance to enable you to successfully complete the assignments. |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  |  | | --- | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_5.jpg | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_6.jpg | **Writing Assignment**  **Title: Family Politics**  **Introduction:** Political scientists believe that families play an important role in the socialization process. Families often pass along party identification to their children, and politically active families typically pass this trait on to future generations. In this assignment, you will consider the link between your family and your political socialization.  **Tasks:**   * Explain your level of political involvement and your party affiliation. Are you registered to vote? Are you a regular voter? Do you participate in both local and national elections? Have you ever joined a political group or participated in a political campaign? How closely do you follow current events? Do you consider yourself a member of a political party, and have you always had the same affiliation? * Interview your parents or two other members of your family, and explain your family's political involvement and party loyalties. Were your parents or the adults who raised you politically active? What was their political party allegiance? * Consider the role your family played in your political socialization. How important do you think it was in helping you to formulate your current viewpoints? What other agents of socialization (school, religious institutions, peer groups, and the media) have been important factors in shaping your political attitudes and why?   **Deliverables and Format:**  Submit your answer in a Word document in 1-2 pages. Font: Arial; 12-point Line Spacing: Double  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg | |  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_7.jpg | **Discussion**  **Title: Compulsory Voting**  Voter turnout in the United States is considerably lower than in most other industrialized democratic countries. Australia, which has compulsory voting laws, has a voter turnout rate in the 90th percentile.   * Why do you think the voter turnout in the United States is so low, and what can be done to improve political participation? * Are compulsory voting laws a viable solution for the United States, and why or why not?   **Response Criteria:**  Respond to the question and to other students' postings. Consider the following criteria when posting your responses:   * Is it important that citizens exercise their right to vote? Does voting make any difference?   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg | |  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_8.jpg | **Quiz**  This week's quiz will cover materials from Weeks 3 and 4. |   **Week 5—Study Guide**  [http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/print01.jpg](http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/week05.htm)Click the PRINT button to print this page.  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_1.jpg | * **Be sure to read your weekly announcements before taking each lesson.** |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/icon.jpg | **This Week's Overview**  In this lesson, you will learn about the influence that the media has over the government and policymaking, as well as the controls that the government exerts over the media in our country. The trend towards media consolidation by private corporations, the prevalence of new media sources such as the Internet, regulation of the media with regard to the First Amendment, and media bias will all be covered. | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_2.jpg | **Key Concepts**  **Learning Objectives:**   * *Course Objective 1*: Apply the principles in the U.S. Constitution to analyze various case studies. * *Course Objective 2*: Analyze the role of political parties and interest groups in the state and national governments.   **Lesson Presentation:**   * Lesson 1: Media Influences on Government   + Topic 1: The Media Landscape   + Topic 2: Managing the Media   + Topic 3: Media Bias and Public Policymaking |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_3.jpg | **Required Readings**   * Read from *Think: American government*:   + Chapter 8, "The News Media," pp. 142–155 | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_4.jpg | **Please ensure you go through the Lesson Presentation *before* taking any assignment.**  **The purpose of the Lesson Presentation is to:**   * Clarify the topics covered in the textbook. * Present real-life application of the key concepts. * Provide guidance to enable you to successfully complete the assignments. |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  |  | | --- | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_5.jpg | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_6.jpg | **Writing Assignment**  **Title: New vs. Old Media**  **Introduction:** The media landscape has changed dramatically in the United States over the last twenty years, due to consolidation and the emergence of new types of media.  **Tasks:**   * How do the new media differ from traditional media, and what are the advantages and disadvantages of each? * Which effect do you think media consolidation has had on the content of news in the United States? * Do you feel the media are biased? Why or why not? Should journalists explain things to us from their perspective, or should they just report the facts without analysis and explanation?   **Deliverables and Format:**  Submit your answer in a Word document in 1-2 pages. Font: Arial; 12-point Line Spacing: Double  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg | |  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_7.jpg | **Discussion**  **Title: Where Do You Get Your News?**  The days of the newspaper are disappearing, and more Americans are obtaining information from the Internet and cable television. In this discussion, you will consider how you obtain information and the reliability of that information.   * How varied are the sources you get your news and information from, and are they objective or biased? * Do you listen to political pundits, and do you believe they should be held accountable for their information? To what extent should people rely on pundits for their news?   **Response Criteria:**  Respond to the question and to other students' postings. Consider the following criteria when posting your responses:   * What steps should the government take to regulate the media in the United States? | | **Week 6—Study Guide**  [http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/print01.jpg](http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/week06.htm)Click the PRINT button to print this page.  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_1.jpg | * **Be sure to read your weekly announcements before taking each lesson.** |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/icon.jpg | **This Week's Overview**  In this lesson, you will learn about what interest groups are, why people join them, and the types of interest groups that exist. Interest groups use a variety of strategies to impact policymaking, such as electioneering and lobbying. Although laws have been enacted to control the amount of funding that can be given to a candidate by interest groups, new tactics have emerged to circumvent these laws. Although some of these strategies have received criticism for using money to impact policy, interest groups serve an important role in our political system. | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_2.jpg | **Key Concepts**  **Learning Objectives:**   * *Course Objective 1*: Analyze the role of political parties and interest groups in the state and national government. * *Course Objective 2*: Prepare a presentation on selected topics using information from the ITT Tech Virtual Library.   **Lesson Presentation:**   * Lesson 1: The Power of Interest Groups   + Topic 1: Interest Groups   + Topic 2: Interest Group Strategies and Tactics |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_3.jpg | **Required Readings**   * Read from *Think: American government*:   + Chapter 9, "Interest Groups," pp. 156–173 | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_4.jpg | **Please ensure you go through the Lesson Presentation *before* taking any assignment.**  **The purpose of the Lesson Presentation is to:**   * Clarify the topics covered in the textbook. * Present real-life application of the key concepts. * Provide guidance to enable you to successfully complete the assignments. |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  |  | | --- | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_5.jpg | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_6.jpg | **Writing Assignment**  **Title: Interest Groups**  **Introduction:** Interest groups are organizations that citizens join for the purpose of influencing public policy. They can take many different forms, including, business groups, professional organizations, religious groups, and advocacy groups.  **Tasks:**   * Choose one interest group to research. Write a report where you explain the history, primary goals, makeup of the membership, and importance of the group you chose. What tactics and strategies are used by the interest group to promote its agenda? * What is the impact of interest groups on civil participation, and what benefit do interest groups provide to American government?   **Deliverables and Format:**  Submit your answer in a Word document in 2-3 pages. Font: Arial; 12-point Line Spacing: Double  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg | |  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_7.jpg | **Discussion**  **Title: Your Congressional Representatives**  Interest groups rate congressional representatives based upon how often the legislators do or do not support their viewpoints. These ratings are easily accessible online, and they are an excellent way to discover how your legislator votes on specific issues.   * Research one of your federal legislators by going to the website <http://www.votesmart.org/index.htm>. Explain how your legislator has been rated by interest groups on at least three distinct issues (abortion, education, or crime, for example). * What do these ratings say about the political ideology of your legislator? Did anything you found surprise you or change your opinion of your legislator?   **Response Criteria:**  Respond to the question and to other students' postings. Consider the following criteria when posting your responses:   * How does your legislator compare to your classmates'? * Should people be required to know more about candidates before they vote?   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg | |  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_8.jpg | **Quiz**  The quiz consists of 10 multiple choice questions and will cover information from Weeks 5 and 6. | | | | | |  | | | |   **Week 7—Study Guide**  [http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/print01.jpg](http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/week07.htm)Click the PRINT button to print this page.  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_1.jpg | * **Be sure to read your weekly announcements before taking each lesson.** |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/icon.jpg | **This Week's Overview**  The United States is based upon a two party system of government, with the division of voter loyalties primarily split between the Republican and Democratic parties. This means that minor party candidates are extremely limited in their attempts to gain political office. Political parties organize and work to increase the number of party officeholders, adopt a cohesive list of issues, and work to educate potential voters on issues. Citizens' party identification can be correlated with a number of different demographic characteristics, such as income, race and ethnicity, age, and religion. The two parties go through political cycles with one party in power and the other in opposition, which provides a balance that helps our democracy to function. | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_2.jpg | **Key Concepts**  **Learning Objectives:**   * *Course Objective 1*: Appraise the federal and state nomination election process to determine if it is an effective and efficient way to choose government leaders. * *Course Objective 2*: Apply the principles in the U.S. Constitution to analyze various case studies. * *Course Objective 3*: Analyze the role of political parties and interest groups in the state and national government.   **Lesson Presentation:**   * Lesson 1: Political Parties   + Topic 1: Party System and Organization   + Topic 2: Voting Patterns and Party Position |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_3.jpg | **Required Readings**   * Read from *Think: American government*:   + Chapter 10, "Political Parties," pp. 174–189 | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_4.jpg | **Please ensure you go through the Lesson Presentation *before* taking any assignment.**  **The purpose of the Lesson Presentation is to:**   * Clarify the topics covered in the textbook. * Present real-life application of the key concepts. * Provide guidance to enable you to successfully complete the assignments. |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  |  | | --- | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_5.jpg | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_6.jpg | **Writing Assignment**  **Title: The Two-Party System**  **Introduction:** Political parties serve an important role in our democracy – they allow individuals with similar viewpoints to work together to shape public policy. For the most part, the U.S. has had a two-party system throughout its history.  **Tasks:**   * Explain how political parties differ from interest groups. * Identify and discuss three reasons given by political scientists to explain the development and persistence of America's two-party system. * Discuss the shifts in the Republican and Democrat parties in the last century. What role have demographic shifts played, and what other factors have been important?   **Deliverables and Format:**  Submit your answer in a Word document in 1-2 pages. Font: Arial; 12-point Line Spacing: Double  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg | |  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_7.jpg | **Discussion**  **Title: Polarized Parties**  The U.S. Congress is more politically polarized than any time in more than a century, with Democrats espousing a liberal agenda and Republicans supporting a conservative one. This polarization makes it much more difficult for the parties to obtain compromise and pass legislation.   * Have political parties become too polarized? What can be done to draw parties closer to the middle? How might the two-party system encourage this division of ideologies? * Does this polarization reflect the values of the everyday citizens? Why do you feel that way?   **Response Criteria:**  Respond to the question and to other students' postings. Consider the following criteria when posting your responses:   * What problems do third-party and independent candidates face in America's electoral system? Why is it so difficult for them to garner enough support to win elections? * Would you support a third-party candidate for election? Why or why not? |   **Week 8—Study Guide**  [http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/print01.jpg](http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/week08.htm)Click the PRINT button to print this page.  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_1.jpg | * **Be sure to read your weekly announcements before taking each lesson.** * **Please take the Student Survey available in Week 8 of this course's Learning Plan.** |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/icon.jpg | **This Week's Overview**  This week, students will learn the details of how campaigns and elections are conducted. Our country uses several types of elections to pick candidates, including primaries and general elections. Elections are conducted by districts which are apportioned based upon the census and reevaluated every ten years to ensure they are equal in population size. Campaigns involve a multi-phase process and cost an enormous amount of money to finance. The president and the vice president of the United States are elected indirectly through the electoral college after the general election is complete. | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_2.jpg | **Key Concepts**  **Learning Objectives:**   * *Course Objective 1*: Appraise the federal and state nomination election process to determine if it is an effective and efficient way to choose government leaders. * *Course Objective 2*: Apply the principles in the U.S. Constitution to analyze various case studies.   **Lesson Presentation:**   * Lesson 1: Voter Influence   + Topic 1: Elections in America   + Topic 2: Election Campaigns   + Topic 3: Congressional Elections   + Topic 4: Presidential Elections |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_3.jpg | **Required Readings**   * Read from *Think: American government*:   + Chapter 11, "Campaigns and Elections," pp. 190–219 | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_4.jpg | **Please ensure you go through the Lesson Presentation *before* taking any assignment.**  **The purpose of the Lesson Presentation is to:**   * Clarify the topics covered in the textbook. * Present real-life application of the key concepts. * Provide guidance to enable you to successfully complete the assignments. |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  |  | | --- | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_5.jpg | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_6.jpg | **Writing Assignment**  **Title: The Voting Rights Act**  **Introduction:** The Voting Rights Act is a federal law designed to protect the rights of racial and ethnic minorities and to ensure their representation in office. Its goal is to make certain that states and local governments do not pass laws, enact procedures, or draw district lines in such a way that minority voting power is diminished, either intentionally or unintentionally.  **Tasks:**   * What is reapportionment? When does it occur? On what data is it based? How does the Voting Rights Act affect the redistricting process? * Is the Voting Rights Act still needed? Why or why not?   **Deliverables and Format:**  Submit your answer in a Word document in 1-2 pages. Font: Arial; 12-point Line Spacing: Double  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg | |  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_7.jpg | **Discussion**  **Title: The Electoral College**  The Electoral College was instituted by the founding fathers as a separation of powers because it ensured that the executive branch would be chosen independent of the legislature. The Electoral College also provided equal representation between the large and small states. All but two states use a winner-take-all system for awarding electoral votes. Therefore, the candidate with the most popular votes nationwide is not always the candidate that wins the most electoral votes. In recent history, Al Gore had more popular votes than George W. Bush in the 2000 presidential election, but he still lost his bid for the presidency. This caused many people to reevaluate whether the Electoral College was still necessary and whether it should be eradicated.   * Should the selection of the president be in the hands of the people rather than the Electoral College? Why do you feel this way? * Does the Electoral College system provide disproportionate influences to certain states or interests?   **Response Criteria:**  Respond to the question and to other students' postings. Consider the following criteria when posting your responses:   * How does the Electoral College work? * How would reformers like to change the Electoral College? * How might the Electoral College affect strategy for the fall campaign? |   **Week 9—Study Guide**  [http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/print01.jpg](http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/week09.htm)Click the PRINT button to print this page.  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_1.jpg | * **Be sure to read your weekly announcements before taking each lesson.** * **If you have not done so already, please take the Student Survey available in Week 8 of this course's Learning Plan.** |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/icon.jpg | **This Week's Overview**  The U.S. Constitution established a bicameral or two-house legislature, which consists of the Senate and the House of Representatives. Although there is some overlap in the duties of Senators and Congressional Representatives, they also have distinct responsibilities, rules of order, and membership characteristics. The Constitution also established responsibilities for the executive branch, such as diplomatic, military and judicial powers. Although Congress is the main player in the legislative process, the president shares a role in creating laws as well. The development of the modern presidency has been accompanied by significant growth in the bureaucracy of the executive branch. | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_2.jpg | **Key Concepts**  **Learning Objectives:**   * *Course Objective 1*: Explain the origins of democratic ideas and philosophies of government leaders. * *Course Objective 2*: Apply the principles in the U.S. Constitution to analyze various case studies.   **Lesson Presentation:**   * Lesson 1: The Executive and Legislative Branches   + Topic 1: Congress   + Topic 2: The Presidency |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_3.jpg | **Required Readings**   * Read from *Think: American government*:   + Chapter 12, "Congress," pp. 220–243   + Chapter 13, "The Presidency," pp. 244–254, 259–262 | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_4.jpg | **Please ensure you go through the Lesson Presentation *before* taking any assignment.**  **The purpose of the Lesson Presentation is to:**   * Clarify the topics covered in the textbook. * Present real-life application of the key concepts. * Provide guidance to enable you to successfully complete the assignments. |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  |  | | --- | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_5.jpg | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_6.jpg | **Writing Assignment**  **Title: Contacting Your Representative**  **Introduction:** Members of the House of Representatives recognize that they must represent the wishes of their constituents if they want to win reelections, especially since they must run for reelection every two years. In this assignment, you will write a letter to your congressional representative about a current policy issue.  **Tasks:** Find the name and address of your U.S. representative at [www.house.gov](http://www.house.gov/) or another online resource.   * Choose a policy issue discussed in the textbook or in the news, and research it sufficiently so that you can explain your position about it and why you feel that way. * Use correct grammar and spelling, and make your point clearly and succinctly. Explain the action that you hope your representative will take on the issue and why. Use the format for a formal letter.   **Deliverables and Format:**  Submit your answer in a Word document in 1 page. Font: Arial; 12-point Line Spacing: Double  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg | |  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_7.jpg | **Discussion**  **Title: Executive –Legislative Relations**  Although Congress has the majority of the legislative responsibility, the president also has some power in this area, including State of Union addresses, veto power and presidential signing statements. The president can also issue executive orders.   * Which of the listed powers do you feel is the most important for the presidency, and why do you feel that way? * Is the use of signing statements an unconstitutional subversion of separation of powers?   **Response Criteria:**  Respond to the question and to other students' postings. Consider the following criteria when posting your responses:   * Should any of these powers be eliminated, or do you feel the president should have more influence over the legislative process?   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg | |  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_8.jpg | **Quiz**  This week's quiz will cover the material from Weeks 7-9. |   **Week 10—Study Guide**  [http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/print01.jpg](http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/week10.htm)Click the PRINT button to print this page.  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_1.jpg | * **Be sure to read your weekly announcements before taking each lesson.** * **Start reviewing materials in preparation for the final exam next week.** * **If you have not done so already, please take the Student Survey available in Week 8 of this course's Learning Plan.** |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/icon.jpg | **This Week's Overview**  The executive branch is a complex bureaucracy of cabinets organized by subject matter. Although the Constitution remains silent about the executive branch other than the roles of the president and vice president, its agencies have grown dramatically over the years. Bureaucrats influence public policy through the creation of agency rules and regulations.  The courts also play a role in the policymaking process through the exercise of judicial review. The federal court system is organized with trials conducted at the District Court level, and appeals heard by the U.S. Courts of Appeals and the Supreme Court. Since federal judges are appointed for life, they hopefully less concerned with the politics that affects the other branches of government.  Finally, finances also play a major role in public policy. Running a government is an expensive proposition, and the government raises money through various types of taxes to fund its programs. Balancing the budget has become a major issue, and the federal deficit and national debt must be considered when deciding where and how much money to allocate to government programs. | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_2.jpg | **Key Concepts**  **Learning Objectives:**   * *Course Objective 1*: Prepare a presentation on selected topics using information from the ITT Tech Virtual Library. * *Course Objective 2*: Explain the origins of democratic ideas and philosophies. * *Course Objective 3*: Evaluate the impact of budgeting, taxation, and basic problems of finance on national, state, and local governments.   **Lesson Presentation:**   * Lesson 1: Bureaucracy, Justice, and Fairness   + Topic 1: The Federal Bureaucracy   + Topic 2: The Federal Courts   + Topic 3: Economic Policymaking |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_3.jpg | **Required Readings**   * Read from *Think: American government*:   + Chapter 14, "Federal Bureaucracy," pp. 268–287   + Chapter 15, "The Federal Courts," pp. 288–307   + Chapter 16, "Economic Policymaking," pp. 308–333 | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_4.jpg | **Please ensure you go through the Lesson Presentation *before* taking any assignment.**  **The purpose of the Lesson Presentation is to:**   * Clarify the topics covered in the textbook. * Present real-life application of the key concepts. * Provide guidance to enable you to successfully complete the assignments. |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  |  | | --- | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_5.jpg | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_6.jpg | **Writing Assignment**  **Title: The Supreme Court**  **Introduction:** Throughout most of its history, the U.S. Supreme Court has been active in shaping public policy. The Court uses its power of judicial review to decide on the constitutionality of legislative and executive actions. The Court is made up of nine justices, and its current makeup is philosophically closely divided.  **Tasks:**   * On what basis does the president select justices for the Supreme Court? What factors influence the likelihood that the Senate will confirm a Supreme Court nominee? * Do the backgrounds of justices affect their behavior on the bench? What is the difference between strict and loose construction? Which do you think is the most appropriate way of interpreting the Constitution, and why?   **Deliverables and Format:**  Submit your answer in a Word document in 1-2 pages. Font: Arial; 12-point Line Spacing: Double  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween2.jpg | |  | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_7.jpg | **Discussion**  **Title: Balancing the Budget**  As of May 20, 2010, the outstanding public debt of the United States was $13 trillion. The federal deficit has grown in recent years, due to a combination of the costs of fighting wars, and increased need for public services, and the desire of citizens to have tax cuts.   * Should Congress be required to balance the budget every year? What would be the possible consequences of this? * Would a constitutional amendment be the best way to solve the debt problem? Why or why not?   **Response Criteria:**  Respond to the question and to other students' postings. Consider the following criteria when posting your responses:   * What is the history of budget deficits in American national government? Why are federal budget deficits controversial? * What are the most frequently offered explanations for the existence of the federal budget deficit? |   **Week 11—Study Guide**  [http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/print01.jpg](http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/week11.htm)Click the PRINT button to print this page.  http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_1.jpg | * **Be sure to read your weekly announcements before taking each lesson.** * **If you have not done so already, please take the Student Survey available in Week 8 of this course's Learning Plan.** |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/icon.jpg | **This Week's Overview**  There is no new lesson presentation this week.  This week, you will complete the final exam. | |  |  |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_2.jpg | **Key Concepts**  **Learning Objectives:**   * *Course Objective 1*: Discuss current demographics in the United States related to income, race/ethnicity, age, and geography. * *Course Objective 2*: Analyze the effects of political participation on the democratic process. * *Course Objective 3*: Create a visual representation of specific events leading up to the ratification of the U.S. Constitution. * *Course Objective 4*: Construct a visual representation of the division of functions among federal, state, and local governments. * *Course Objective 5*: Discuss the impact of budgeting, taxation, and basic problems of finance on national, state, and local governments. * *Course Objective 6*: Apply the principles in the U.S. Constitution to analyze various case studies. * *Course Objective 7*: Debate the civil liberties as guaranteed by the Bill of Rights of the U.S. Constitution. * *Course Objective 8*: Compare and contrast the U.S. and state constitutions. * *Course Objective 9*: Apply the principles in the U.S. Constitution to analyze various case studies. * *Course Objective 10*: Appraise the federal and state nomination election process to determine if it is an effective and efficient way to choose government leaders. * *Course Objective 11*: Discuss the effects of political socialization on the nomination process. * *Course Objective 12*: Participate in a debate on compulsory voting. * *Course Objective 13*: Analyze the role of political parties and interest groups in the state and national governments. * *Course Objective 14*: Apply the principles in the U.S. Constitution to analyze various case studies. * *Course Objective 15*: Analyze the role of political parties and interest groups in the state and national governments. * *Course Objective 16*: Analyze the role of political parties and interest groups in the state and national government. * *Course Objective 17*: Prepare a presentation on selected topics using information from the ITT Tech Virtual Library. * *Course Objective 18*: Appraise the federal and state nomination election process to determine if it is an effective and efficient way to choose government leaders. * *Course Objective 19*: Apply the principles in the U.S. Constitution to analyze various case studies. * *Course Objective 20*: Analyze the role of political parties and interest groups in the state and national government. * *Course Objective 21*: Appraise the federal and state nomination election process to determine if it is an effective and efficient way to choose government leaders. * *Course Objective 22*: Apply the principles in the U.S. Constitution to analyze various case studies. * *Course Objective 23*: Explain the origins of democratic ideas and philosophies of government leaders. * *Course Objective 24*: Apply the principles in the U.S. Constitution to analyze various case studies. * *Course Objective 25*: Prepare a presentation on selected topics using information from the ITT Tech Virtual Library. * *Course Objective 26*: Explain the origins of democratic ideas and philosophies. * *Course Objective 27*: Evaluate the impact of budgeting, taxation, and basic problems of finance on national, state, and local governments. |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  | | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_4.jpg | **Please ensure you go through the Lesson Presentation *before* taking any assignment.**  **The purpose of the Lesson Presentation is to:**   * Clarify the topics covered in the textbook. * Present real-life application of the key concepts. * Provide guidance to enable you to successfully complete the assignments. * Prepare for the final examination by referring to the earlier week's Lesson Presentations. There is no new lesson presentation this week. |   http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/inbetween.jpg   |  |  |  | | --- | --- | --- | | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_5.jpg | http://www.content.distance-education.itt-tech.edu/cliksdmrroot/content_directory/mount1/526001/images/image_11.jpg | **Final Exam**  Take the final exam this week. | |